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1874 formed part of the plan for complementary education, which was of two kinds: general complementary, restricted to general cultural courses, and vocational complementary, combining cultural and trade education. A certificate known as the general *brevet* was given at the end of the general course after the student had passed a public examination, and "vocational *brevets*,"—Technical, Commercial, or Agricultural—were given at the end of the vocational courses after public examinations.

The attempt to make the vocational schools a part of the complementary education had resulted in a heavy overloading of the course of study, and the students were working and studying for forty-six periods a week in the technical schools besides which there were additional study periods that were compulsory for boarding students. After the abolition of the complementary system in the new educational organization the vocational schools were considered as independent schools, and an attempt was made to lighten their programs.

The number of students in the public vocational schools in 1943–44 was 1,024, and in the following year, 1,011. A summary description of the schools visited by the Commission will perhaps give the best picture of public vocational education in Syria.

### The Technical School for Boys

• [736] The Technical School for boys at Aleppo dated back to 1900 when it was founded in connection with an orphanage, with the idea of providing trade education for orphans. Its connection with the orphanage was severed in 1924–25.[1] It had 148 students in 1945–46, of whom 73 were boarders. Eleven of these paid annually a sum of £S240 (about $108.00) for their board, and the other 62 had free board at the expense of the state. The boarding students come from the outer districts of the governorate of Aleppo as well as from the governorates of Homs, Hama, Latakia, and Dayr al-Zur. Thus, about one-half of the student body is from outside Aleppo, and an attempt is being made to give opportunity for vocational education to students from the smaller towns. No tuition fee is charged.

The new program of study, issued in November 1945, covers four years and combines general cultural with vocational work. It includes religion, civics, Arabic, a foreign language, mathematics, physics, history, geography, physical education, industrial drawing, technology, and shopwork. In the first year, which is a preparatory year, the shopwork is common for all

4/3 7/3 [1] This conception of technical education as primarily suited to orphans is of long standing and has persisted until lately in the Damascus technical schools for boys and for girls. In recent years steps have been taken to separate the orphanages from the technical schools in that city.

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students. Specialization begins in the second year. Eight lines of specialization are provided: turning, fitting, foundry, auto and motor mechanics, blacksmithing, carpentry, wood-carving, and weaving. All students in the first six sections take welding as well. The auto-mechanics section is the most popular with the students, and most of them would take it up if allowed. Wood-carving is the least popular. In order to keep a balance between the various sections, therefore, the School has to apply some pressure on some of the students. Shopwork ranged from fourteen periods a week in the first year to twenty-two periods a week in the fourth year.

The School occupies a government building originally built as an elementary school by the Turks. It has fairly well-equipped fitting, turning, and carpentry shops. Most of the equipment was acquired twenty years ago, and few, if any, additions or replacements have been made. The new budget provided £S40,000 (about $18,200) for new equipment and raw materials. In addition, £S25,000 (about $11,400) was provided as working capital. Out of the profits from products sold or services rendered, it is planned to add a certain proportion to capital and to credit the remainder to the students. This would accumulate during their stay in school, and would be given to them at the time of their graduation to serve as their working capital. A law legalizing this procedure (Law No. 254) was passed on June 4, 1946.[8] In this way it is hoped to put the school and its other sister schools on a profit-making basis as far as that is compatible with instructional purposes.

Of the 12 students who were graduated from the Aleppo school in the previous year, 1 was working in the railways, 1 in the fire department, 1 in the Department of Supplies, 3 were primary-school teachers, 2 were working independently, and 4 were unemployed.

### The Technical School for Girls

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The Technical School for girls in Damascus was also originally started as an orphanage primary school. The Technical School proper began in 1938–39, and the first four of the primary grades were removed elsewhere. It was hoped to remove the fifth grade in 1946–47. Most of the students of the School still come from the orphanage, after having received their primary-school certificate. In 1945–46 the School had 118 students of whom 20 were free boarding students, and 2 were paying boarders. No

[8] Sati' al-Husri, *Reports on the Conditions of Education in Syria during the Year 1945* (Damascus: Government Press, 1946), p. 133. This is a sequel to his earlier reports already referred to, which were published in 1944. They attempt to show the progress made in the reorganization of Syrian education.